

CHAMPS Follow up Effective correction procedures & Effective Response to Misbehavior

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CHAMPS

Conversation:

- Lots. With each other and with the group.
- Cell phones
- Side-bar conversations
- Avoid playing “Monopoly”
- Respond to attention signal

Help:

- Raise Hand. Ask. Important.

Activity:

- Refer to outcomes.

Movement:

- Rule of “Two Feet”

Participation:

- Fully present (please refrain from checking emails and text messaging)

Objectives

- Review Preventive Strategies
- Learn how to categorize classroom misbehavior into one of 3 categories:
 - Classroom Rule Violations
 - Early Stage Misbehavior
 - Chronic Misbehavior
- Explore strategies to respond to all 3 categories of misbehavior.

Sizing Up

■ Do you drink coffee, tea, orange juice, or water in the morning?



■ Do you drive a car, SUV, mini-van, or truck?



■ Are you a lark or an owl?



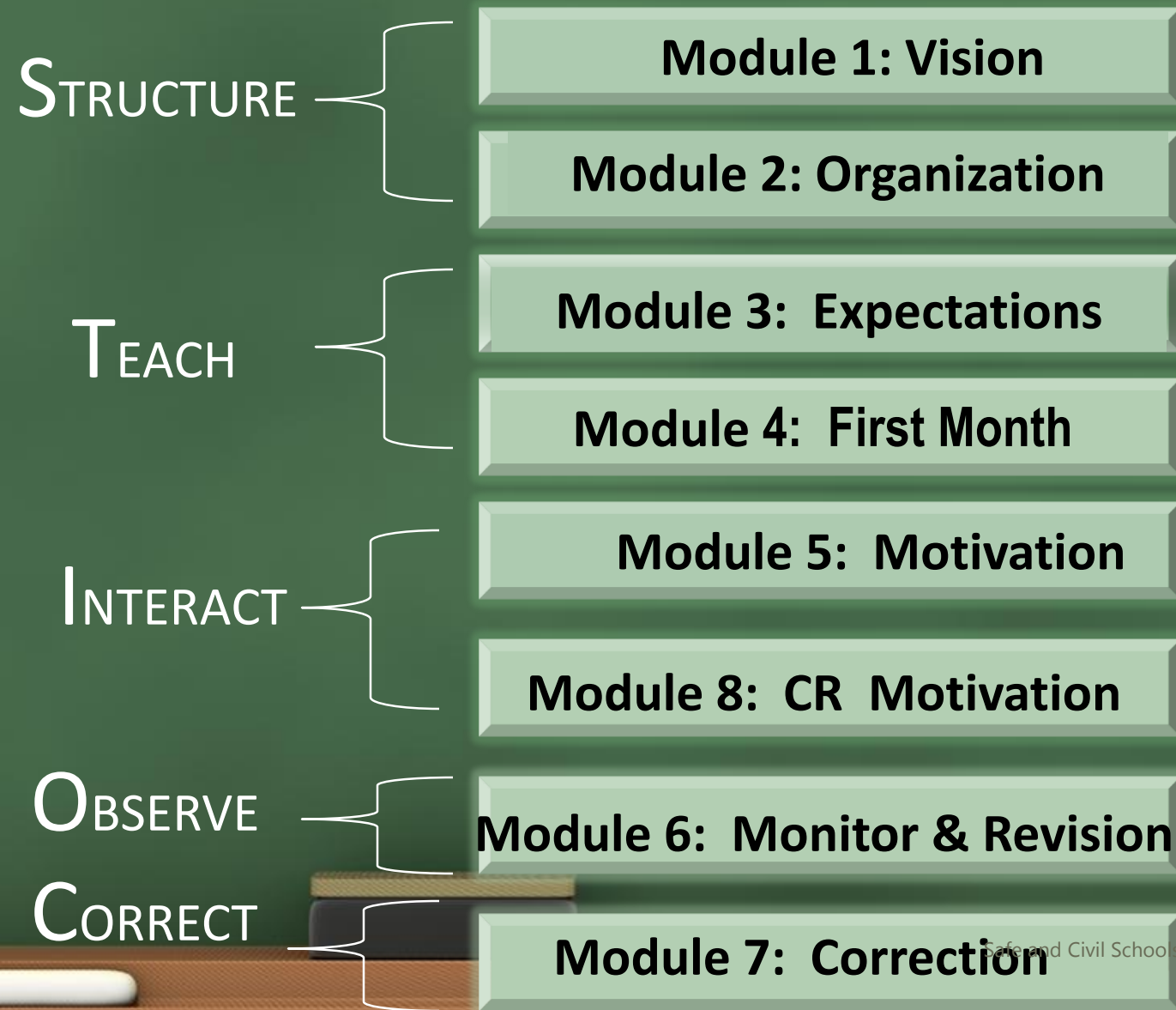
■ Do you listen to rock, jazz, country, or contemporary?



STOIC

- **S**tructure for success
- **T**each expectations
- **O**bserve and monitor
- **I**nteract positively
- **C**orrect misbehavior fluently

STOIC/Content of CHAMPs



Reflection

Independent/Group Activity

STOIC checklist

- Take a few minutes to reflect on your classroom management strategies.
- Fill out checklist.
- Talk about which areas you do well in and which areas you need to improve in.



STOIC

“Tending to remain unemotional, especially showing admirable patience and endurance in the face of adversity.”

Historical Perspective

- Behavior management has typically consisted of trying to “make” students behave.
 - This attitude leads to an over-dependence on reactive procedures.
 - Reactive procedures are not bad or wrong, they are simply ineffective in changing behavior.
 - They make us hold onto “simple solutions.”

Simple Solutions

- An increase in emotional intensity
- An overdependence on role-bound authority
- An overdependence on punishment

Function over Form

- Reinforcement and Punishment are not “things” they are “effects.”
 - Oxymoronic, “I’ve tried positive reinforcement, and it doesn’t work.”

Another Simple Solution

*Wishing
and
hoping!*

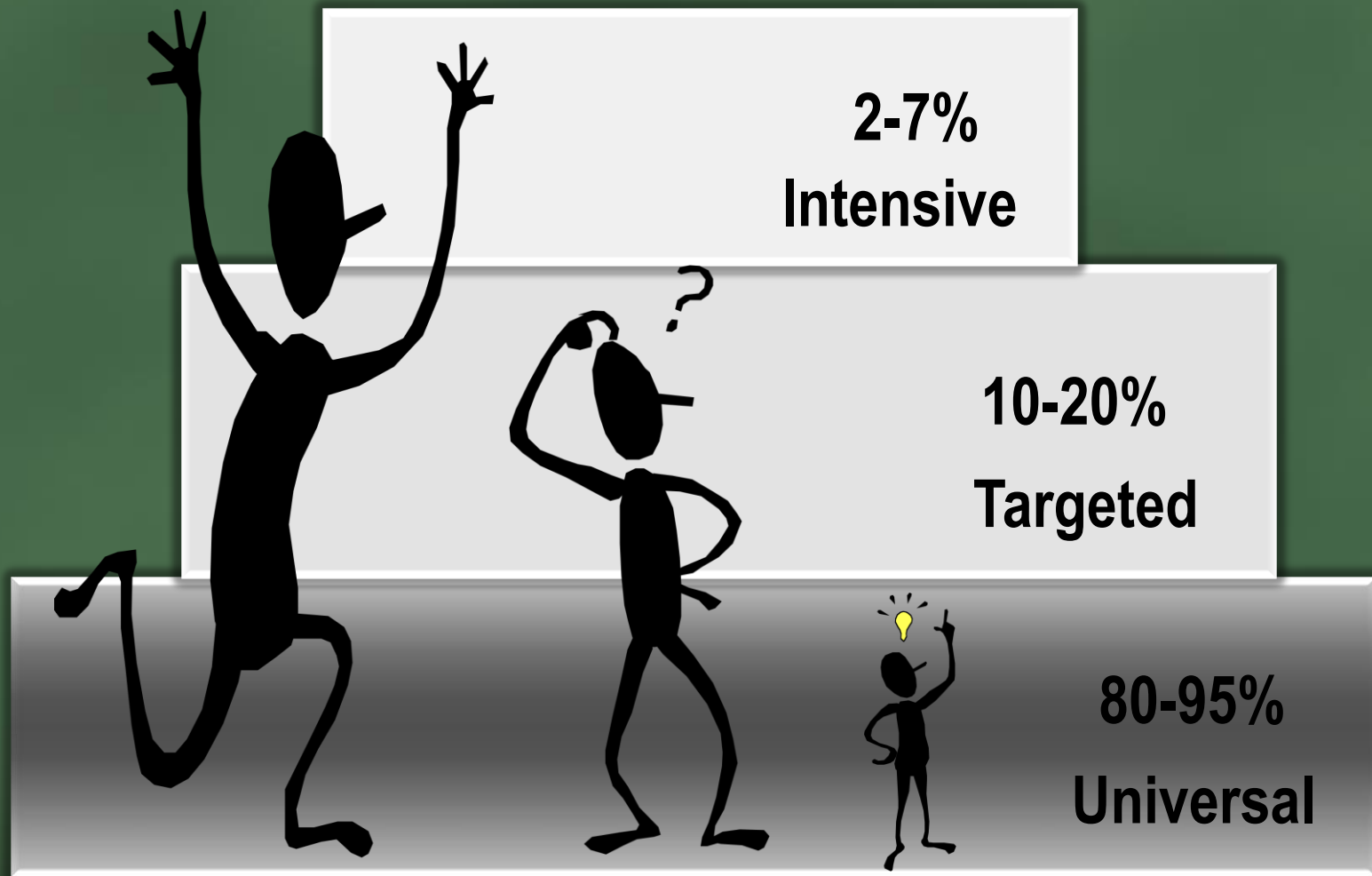


PREVENTION

Classroom Management (pre-intervention)



Understanding Our Students Today

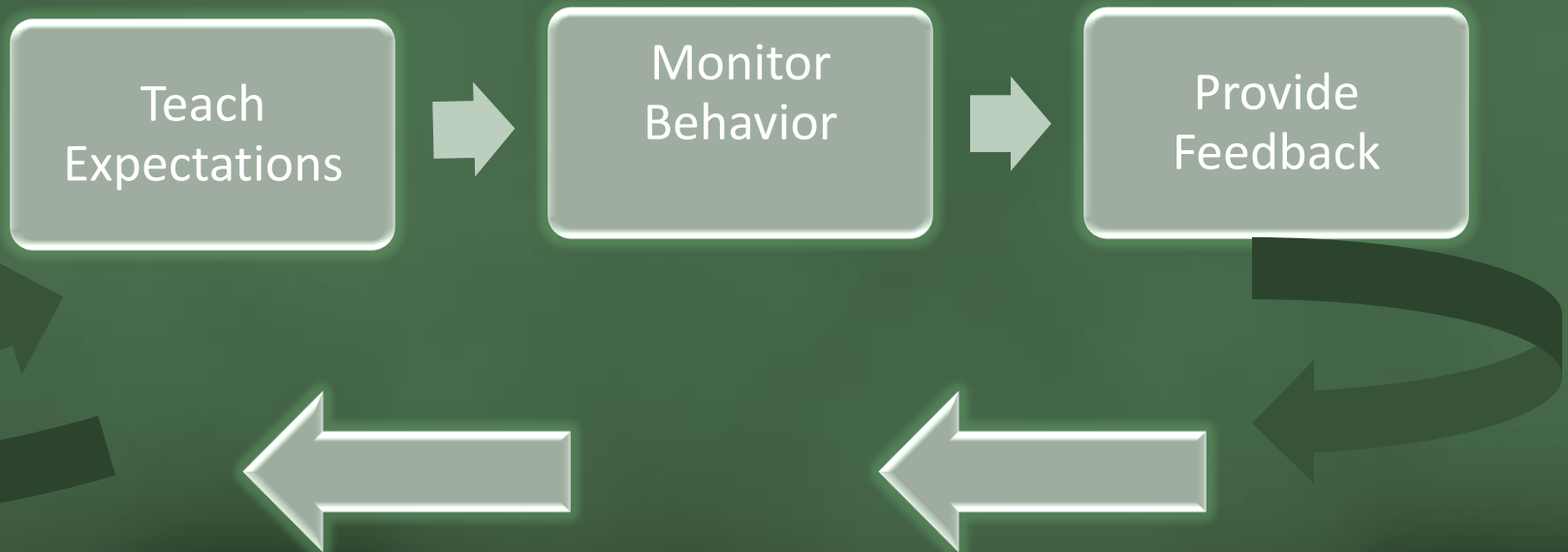


Classroom Management

Two proactive strategies:

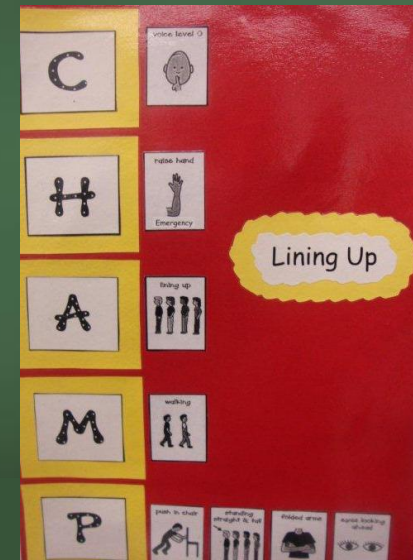
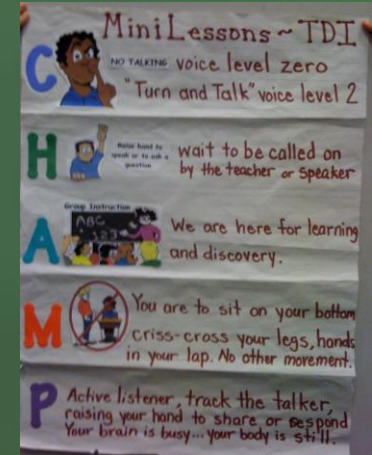
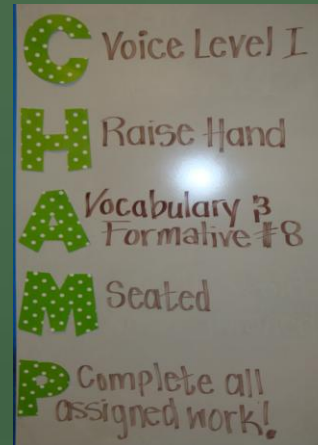
- Use of the 3 step process to communicate expectations
- Classroom rules

Three-Step Process for Communicating Expectations



Step 1: TEACH Expectations

- Overtly Teach
- Demonstrate
- Practice
- Re-Teach/Review/Remind
- I do/We do /You do
- Display Visually: TEXT OR PICTURE BASED?



Step2: Monitor Behavior

- **Circulating**

- Circulate throughout the classroom in unpredictable patterns.
- Provide positive feedback to students meeting your expectations, answer questions students may have, provide gentle reprimands or corrective consequences to students who are not meeting expectations, and try to avoid staying too long in any one place.

- **Visually Scanning**

- Frequently scan all settings in the classroom by visually sweeping any place students are present.
- **Large group:** Monitor back rows and front corners.
- **Small group:** Look up from this group and see what students working at their seats are doing.

Teach  Monitor

Step 3: Provide Feedback

Provide Feedback during the activity and at the conclusion of the activity.

- Give students (individually and as a class) clear information about the degree to which they are following or not following behavioral expectations.
 - Provide positive feedback for when students follow expectations (age appropriate praise)
 - Provide corrective feedback (calmly, immediately, and consistently) when they are not meeting your expectations.



How are you implementing the 3 step process?

Activity-Turn and Talk



• Teach

- How is it organized?
- How consistent are you at stating your expectations?

• Monitor

- How consistent are you at stating your expectations?

• Feedback

- How do you provide corrective feedback?
- How do you provide positive feedback?

Rules for rules

- State positive form of the rule
- Few in number (4-6)
- Pre-established consequences tied
- to following and not following class rules
- Posted in a prominent place in the classroom
- Enforceable the ENTIRE TIME THE STUDENT IS IN YOUR CLASS!



What to AVOID

- Vagueness
 - “Treat Others Like You Want to be Treated”
 - “Do Your Best”
- Broad Values (Guidelines for Success)
 - “Be Respectful”
 - “Be Responsible”
- Classroom Expectations
 - “Raise hand before speaking”
 - “Before leaving your seat, get permission”

Classroom Rules

What are your rules?

1. Arrive on time with all your materials.
2. Keep hands, feet, and objects to yourself.
3. Work during all work times.
4. Follow adult directions within 5 seconds.

Review and Evaluate YOUR Classroom Rules

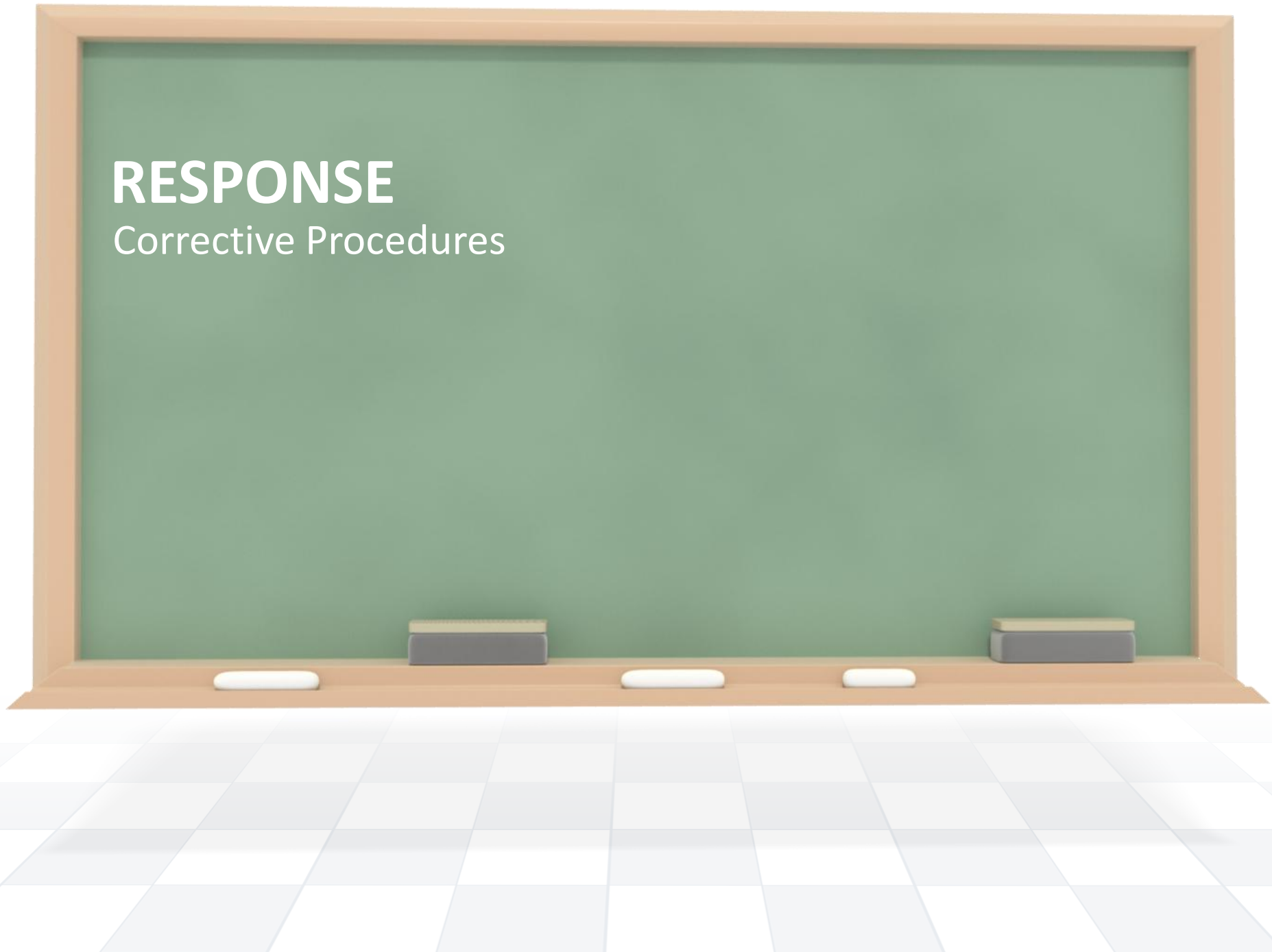
•My Classroom Rules

EFFECTIVE RULE CHARACTERISTICS

- ✓ No more than **6 rules**
- ✓ Stated in a positive form
- ✓ Refer to specific and observable behaviors
- ✓ Posted in a prominent place in the classroom
- ✓ Language is not vague or broad
- ✓ Not confused with classroom procedures or expectations

RESPONSE

Corrective Procedures



*Teaching Interrupted: Do Discipline Policies in
Today's Public Schools Foster the Common
Good (May, 2004)*

www.publicagenda.org

A random sample 725 middle & high school
teachers and 600 parents

Teachers “who complain they have
been accused of unfairly
disciplining a student”

49%

Teachers who say there are
persistent trouble makers
who should be removed from
classrooms

78%

Teachers in urban schools who
“strongly agree” that “if weren’t for
discipline problems” they “could be
teaching a lot more effectively”

51%

Teachers who say they have
“seriously considered” quitting
because of student behavior

1 in 3

Teachers who believe **new teachers**
are **unprepared** for dealing with
behavior problems

85%

Number of **new teachers** who will
resign in the next five years (usually
because of student behavior)

1 out of 2

In the past 30 years, research has told us that challenging kids are challenging because they lack the skills not to be challenging.

(Greene et al, 2002)

The skills they lack include crucial cognitive skills, especially in the domains of flexibility/adaptability, frustration tolerance, and problem solving. If they had these skills, they'd use them- because they prefer not to be emotionally challenging....these students don't lack motivation; they lack skills.

Ross Greene

Correction Procedures Module 7

When you treat student misbehavior as an instructional opportunity, you give students a chance to learn from their mistakes.

Module 7:

Introductory Concepts

- Efforts to eliminate/reduce misbehavior will be more effective if **CORRECTION PROCEDURES ARE PREPLANNED**
- The only way to judge the effectiveness of correction procedures is to see whether a targeted behavior **DECREASES** over time
- In order for correction procedures to be effective, **they must address the purpose/function of the targeted behavior**
- Corrective consequences are a part of behavior management but **used alone they are not likely to eliminate the targeted misbehavior**

Categorize classroom misbehavior

Learn to differentiate between:

- Classroom Rule Violations - Requires immediate implementation of pre-planned consequences
- Early Stage Misbehavior - Gives you permission not to have a plan, but just to intervene in a rational manner
- Chronic Misbehavior - Requires a planned approach

Basic Concepts

- So, where do we start?
 - Try the easiest intervention first!
 - Don't know it won't work until you try it!



Classroom Rule Violations



Consider this...



Combined with...



Correction

- In the first few days of school, be prepared to respond to rule violations and early-stage misbehaviors with corrective techniques that clarify your rules and expectations.
(informational)

Informational Corrective Techniques

- Pre-correction
- Proximity
- Gentle verbal reprimand
- Discussion
- Family contact
- Humor
- Praise Students Who Are Behaving Responsibly
- Restitution
- Emotional Reaction

Discussion on Informational Techniques

Activity-Turn and Talk

Group activity

- Come up with a brief definition and an example of each of the techniques.
- Be prepared to share with whole group the techniques that you were unable to define.



Consequences

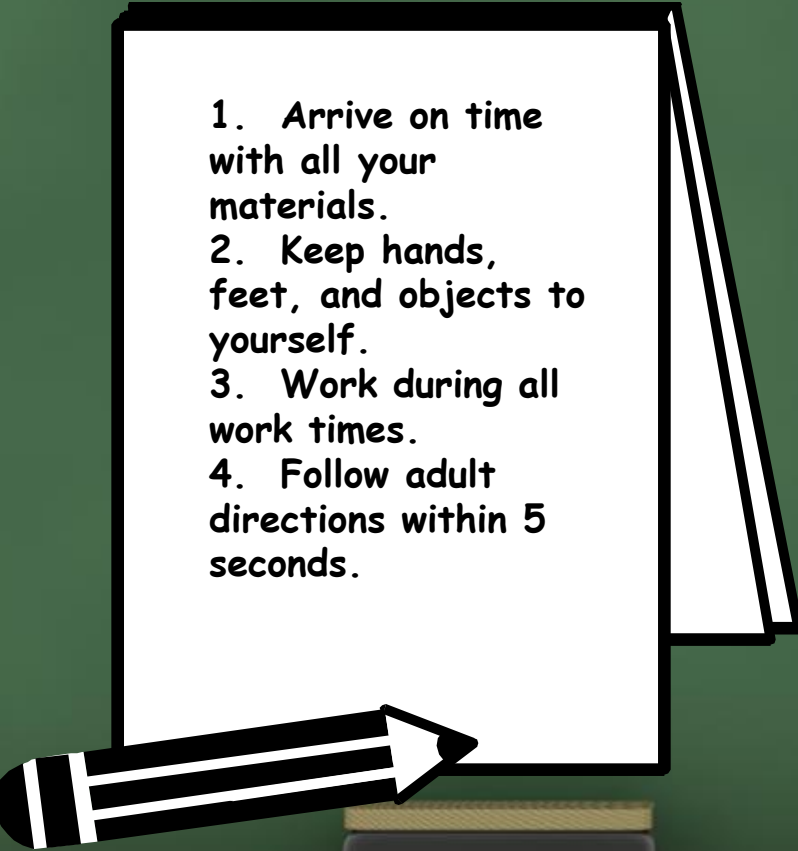
- Implement corrective consequences consistently
- Make sure the corrective consequence fits the severity and frequency of the misbehavior
- Plan to implement the consequence unemotionally.
- Plan to interact with the student briefly, and without arguing at the time of the misbehavior

Potential Corrective Consequences

- Time Owed
- Time Out
 - From a favorite object
 - From small group instruction
 - At desk
 - In another class
- Restitution
- Positive Practice
- Response Cost- loss of Points
- Response Cost Lottery
- Detention
- Behavior Improvement Form
- Demerits

Non-progressive Consequences

RULES

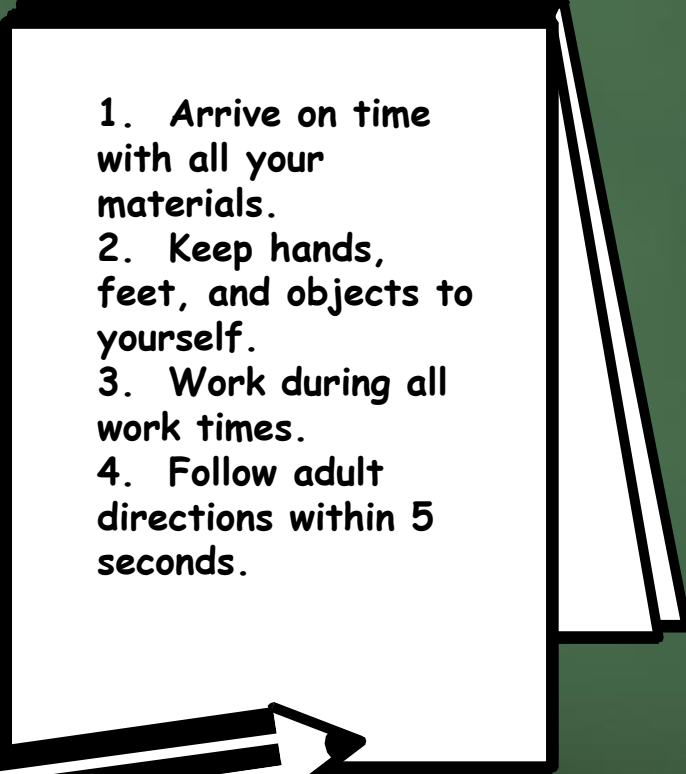

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- A white notepad with a black border is shown at an angle. It has four numbered rules written on it. A large black and white pencil is positioned diagonally across the bottom left of the notepad, pointing towards the bottom right.
1. Arrive on time with all your materials.
 2. Keep hands, feet, and objects to yourself.
 3. Work during all work times.
 4. Follow adult directions within 5 seconds.

MENU OF CONSEQUENCES

- Time Owed
- Time Out
 - From a favorite object
 - From small group instruction
 - At desk
 - In another class
- Restitution
- Positive Practice
- Response Cost- loss of Points
- Response Cost Lottery
- Detention
- Behavior Improvement Form
- Demerits

Progressive Consequences

RULES

- 
1. Arrive on time with all your materials.
 2. Keep hands, feet, and objects to yourself.
 3. Work during all work times.
 4. Follow adult directions within 5 seconds.
- 

CONSEQUENCES

- 1st warning
- 2nd 5 minutes off of recess
- 3rd 10 minutes off of recess
- 4th no recess
- 5th parent contact
- 6th referral

Issues Regarding Progressive Discipline

- Difficulties in consistency in handing out progressive consequences
- More difficult in settings where the children and teacher are together for the entire day
- All misbehavior is addressed with the same increasingly severe penalties

Let's meet Johnny

Activity-Independent



- Read case study
- Discuss what stands out the most to you as you read his scenario.

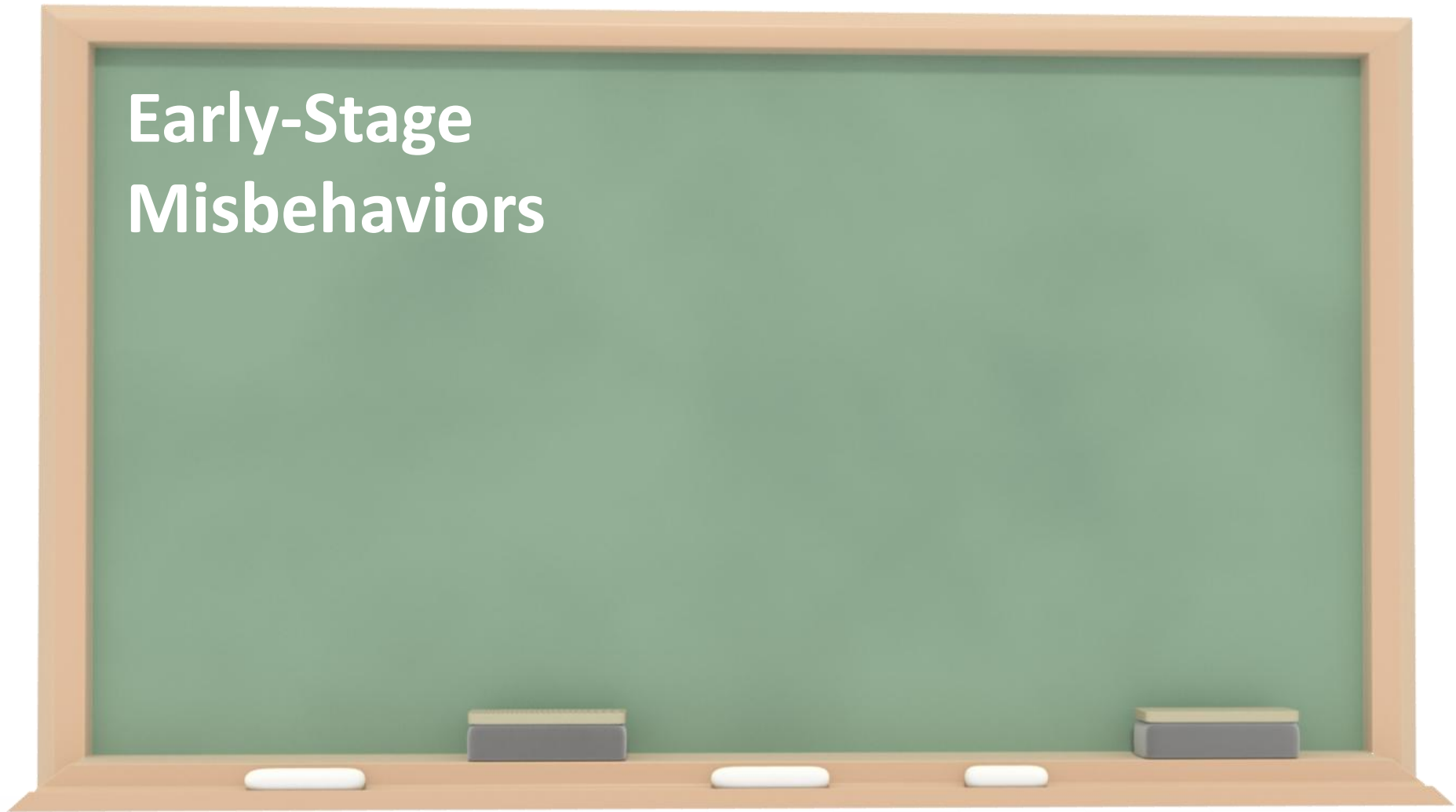
Making Progressive Consequences Work

- First, recognize that misbehavior can be minor, or serious and respond appropriately
- Set up a parallel system
 - “Speeding Ticket”- which receive progressive discipline
 - “Parking Ticket”- consequences hold on the same level for each infraction
- Allow for back and forth movement

Progressive and NonProgressive Consequences

- Decide whether your consequences will be implemented progressively
- Two Questions:
 - Does the consequence treat children with Dignity and Respect?
 - Is the consequence working? Is it helping my efforts to motivate students to be responsible and actively engaged in instruction?

Early-Stage Misbehaviors



Early-Stage Misbehaviors



- *“Oh, crap, I didn’t think of that...”*
- Instructional corrections
- Try the easiest solution first

Early-stage misbehaviors

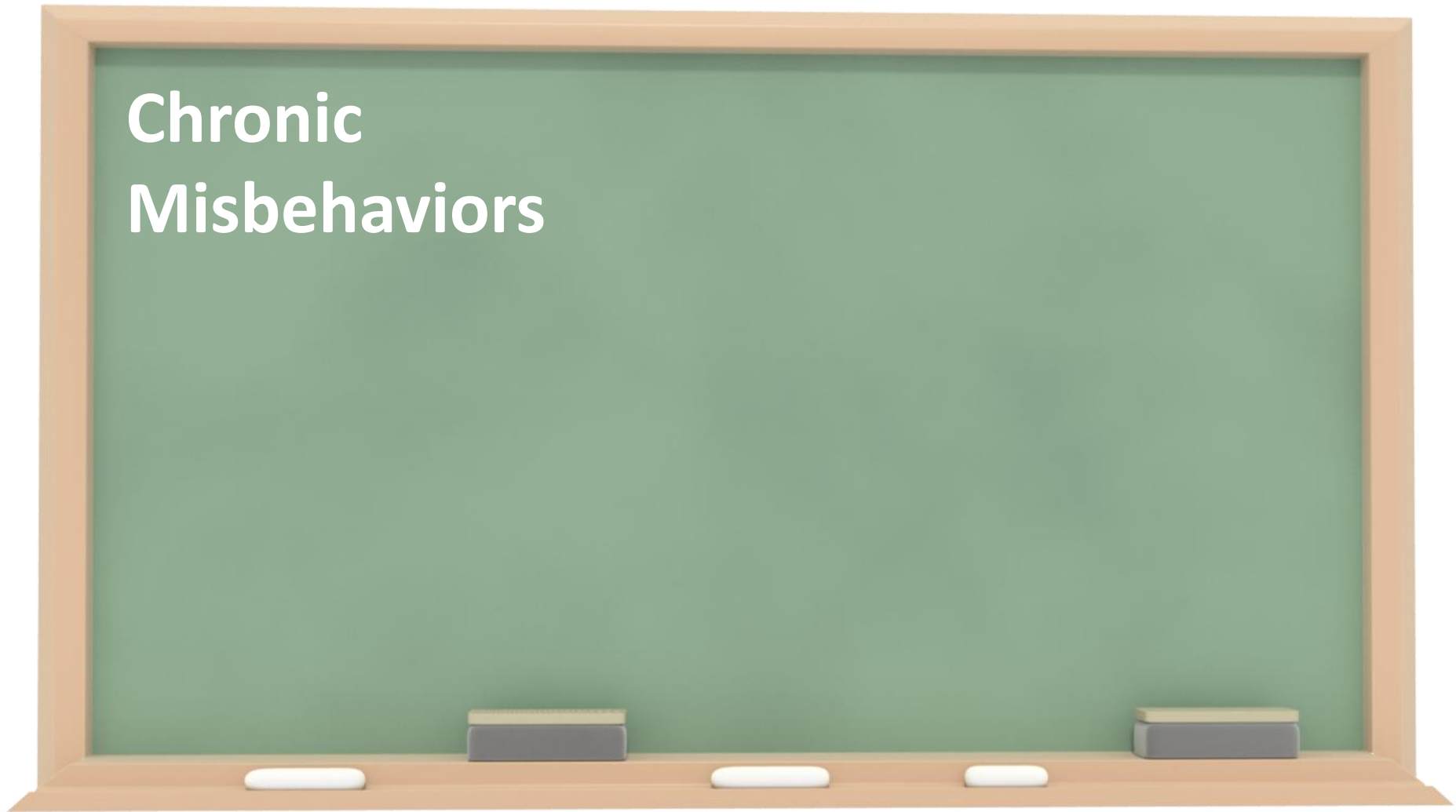
Early-stage misbehaviors are behaviors for which you do not have a predetermined consequence or an intervention plan.

A few examples

• Informational Corrective Techniques

- Precorrection
- Proximity
- Gentle verbal reprimand
- Discussion
- Family contact
- Humor
- Praise Students Who Are Behaving Responsibly
- Restitution
- Emotional Reaction

Chronic Misbehaviors



Definition of Chronic Misbehaviors

Chronic misbehaviors are behaviors that occur repeatedly across days or weeks and/or early-stage behaviors for which simple correction strategies were not effective.

Reasons Kids Misbehave

- Don't know what the teacher expects
- Unaware of exhibiting an inappropriate behavior
- Do not know how to exhibit the appropriate behavior
- Starved for attention
- Power
- Avoidance

Basic Four Functions

- Awareness – person is unaware that the behavior is inappropriate
- Ability – lacks the skills to perform appropriate behavior
- Attention-seeking – misbehavior occurs when the student wants/needs attention
- Purposeful/habitual – misbehavior occurs when the student is seeking something else, often unknown

Analyze Misbehavior

The following steps represent the overall recommended approach for any misbehavior that you identify as chronic:

Good News/Bad news

Bad news – This is going to take more work.

Good news – If all of your other strategies are in place, you should only need to do this with a couple of students.

What do I do if I have more than a couple of students who need this level of intervention?

- Re-evaluate classroom management strategies using the STOIC checklist.
- Looking at individual students, determine how specific STOIC strategies can be modified to meet their needs. (For example increasing ratios of interaction with identified students)
- If several students are exhibiting misbehavior, refer to Module 8 in the CHAMPS book for Classwide Motivation Systems.

Process for Correcting Chronic Misbehavior

1. **Analyze** the “nature” of the target behavior. Collect data (if you have not already done so).
2. Develop a preliminary behavior change plan (i.e. intervention) based on your analysis.
3. Discuss your preliminary intervention plan with the student and, if appropriate, with the student’s family.
4. Implement the intervention plan for at least two weeks.
5. Keep ongoing data to monitor progress and effectiveness

Analyze

Collecting data can look like anecdotal notes, tally marks on a piece of paper for frequency data, using a timer for duration data.

There are several data collection tools in Module 6 of CHAMPS

•Chronic Misbehavior

JIGSAW Content Assignments

- Task 3: Awareness Type Misbehaviors

(p. 298-307)

- Task 4: Ability Type Misbehaviors

(p. 307-309)

- Task 5: Attention-Seeking Misbehaviors

(p. 310-315)

Task 6: Purposeful/Habitual Misbehaviors

(p. 316-324)

Reflection

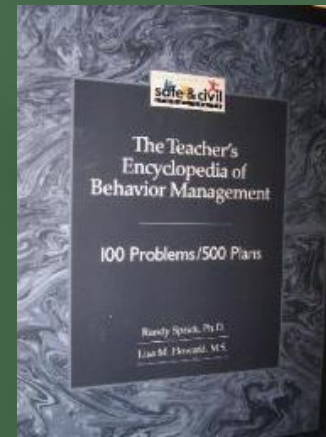
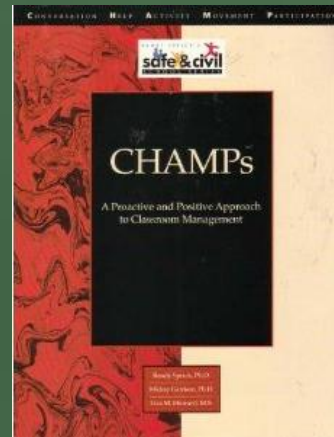
Where do you see yourself going with this information?

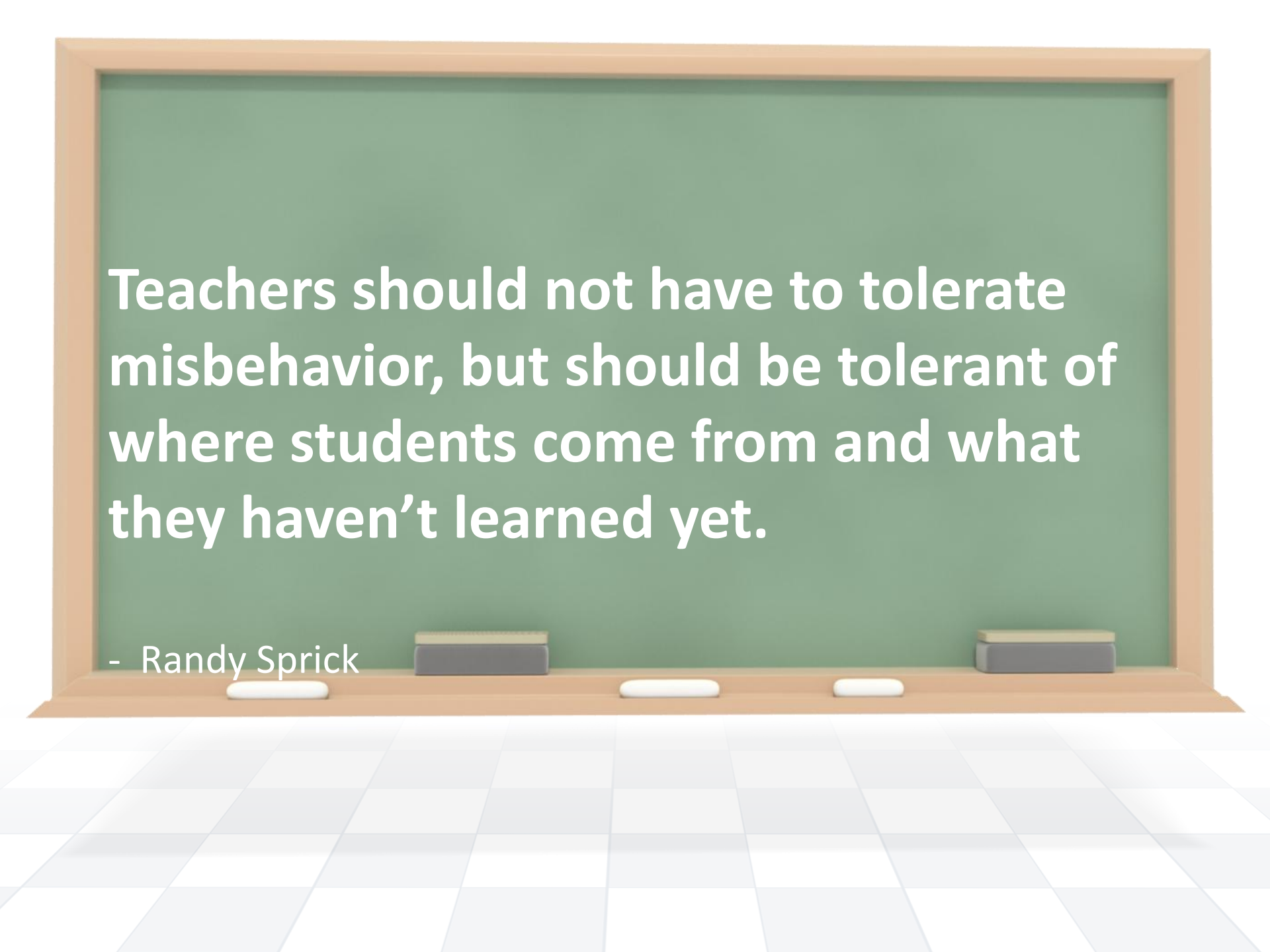
- What's one thing you will STOP doing?
- What's one thing you will START doing?
- What's one thing you will CONTINUE doing?

•Resources

AVAILABLE AT SCHOOL OR DISTRICT

- CHAMPS, Modules 7 and 8
- The Teacher's Encyclopedia of Behavior Management
- INTERVENTIONS
- The Tough Kid Book and The Tough Kid Tool Box
- TGIF and Making It Work on Monday
- Behavior Tools Training FDLRS





Teachers should not have to tolerate
misbehavior, but should be tolerant of
where students come from and what
they haven't learned yet.

- Randy Sprick

CONTACT INFORMATION

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